

DOCUMENT RESUME

ED 234 566

EC 160 433

AUTHOR Bost, Linda H.; Harold, Gary
TITLE Reducing the Odds--Talent Development Activities for the Young Black Child.
PUB DATE Jul 83
NOTE 106p.; Paper presented at the Council for Exceptional Children National Conference on the Exceptional Black Child (Atlanta, GA, July 24-27, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Black Students; *Curriculum Development; *Gifted; Kindergarten; Learning Activities; Primary Education; Talent; *Talent Development

ABSTRACT

A program is described which was designed to develop talents among young black students. The curriculum materials are explained to be language based with emphasis on students' oral response to open ended questions. Five essential language areas are covered: expressive language, central meaning, prediction beyond the present experience, reasoning, and leadership. Activities in each of the five stages are considered in terms of objectives, materials, and procedures. Modeling and discovery approaches are suggested as helpful teaching methods. Implementation of the program with six black kindergarten children and expansion to include 21 children is discussed, and experiences with each stage of the activity curriculum are summarized. Evaluation data are presented showing parent satisfaction and improvement in students' attitudes toward the activities and themselves. (CL)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED234566

COLLEGE OF HUMAN DEVELOPMENT AND LEARNING
UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

REDUCING THE ODDS--TALENT DEVELOPMENT ACTIVITIES
FOR THE YOUNG BLACK CHILD

Project

by

Linda H. Bost

Dr. Gary Harold

LC160433

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Linda H.
Bost

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Paper Presented at the
Council for Exceptional Children
National Conference
on the
Exceptional Black Child
Atlanta, GA, July 24-27, 1983

CONTENTS

	Page
I. Assessment	1
A. Problem Statement	1-2
B. Significance of Problem/Rationale	2-4
II. Planning	5-6
III. Design	7-71
A. Introductory Activity	17
B. Expressive Language Activities	18-19
C. Central Meaning Activities	20-34
D. Reasoning Activities	35-54
E. Predicting/Projecting Activities	55-64
F. Leadership Activities.	65-69
G. Exit Activity.	70-71
IV. Implementation	72-77
V. Evaluation	78-79
VI. Conclusion	80
VII. Appendix	1-A-15A

REDUCING THE ODDS--TALENT DEVELOPMENT ACTIVITIES FOR THE YOUNG BLACK CHILD

I. ASSESSMENT

Across the nation black students are not disproportionately represented in programs designed for the gifted and the talented. In North Carolina alone the ratio of gifted whites to blacks is twelve to one.

The serious lack of recognition and the exceptancy for giftedness to exist among children from different cultures have resulted in the disparity of blacks in programs designed for the gifted and talented. This suggests that schools should do more to facilitate the development of "superior" ability among gifted culturally different students who often must overcome language differences as well as cultural barriers before they can demonstrate high intellectual abilities and potentials.

The need for early intervention and programs designed to meet the educational needs of gifted culturally different students has brought about this Curriculum Guide. The Guide was designed by a kindergarten teacher; and its purpose is to provide language experiences and activities for black and other culturally different students who have the potential for high achievement but who do not use language effectively to express complex thinking and mental process, and whose language shows little use of descriptors (adjectives), variety in verb forms, common nouns, and names.

This project responds to an objective that superintendent Dr. Jay Robinson proposed for the Charlotte-Mecklenburg School System for the 1982-83 school year. The objective was to develop and implement a plan that would identify at an early age black students with potential for high academic achievement.

Significance of Problem/Rationale

People who are gifted or at least have the potential for giftedness can go through life unrecognized because they may seem unremarkable to their closest associates - teachers, parents, and, etc. Sometimes they are not recognized because they are not given the necessary opportunities or training; this is especially the case of children who are poor or members of minority groups. Those gifted students are deprived of chances to demonstrate and develop their potentials.

Another impetus for this project is the serious lack of recognition and the expectancy for giftedness to exist among children from different cultures. Lyon (1981) proposed that the gifted and talented is a minority distinguished not by race, socioeconomic background, ethnic, or impaired powers, but by its exceptional ability. Its members come from all levels of society, from all races and nationalities, and from both sexes in about equal numbers.

Correll (1978) stated, as a group, the gifted constitute a largely unidentified minority that cuts across all economic, social, racial, cultural, age, sex and occupational segments of society. Cruickshank (1975) also agreed that high mental ability and creativity are found among people of all races, cultural backgrounds, and socioeconomic levels. He added that, although research on disadvantaged

gifted is somewhat limited, poverty and cultural deprivation, not race, seems to be the more significant factor inhibiting growth and expression of potentials.

Language along with poverty and cultural deprivation presents barriers for culturally different gifted students. It is the contention of this writer that the one reason for the failure of culturally different gifted students to be identified and placed in programs designed for the gifted is the group's general inability to use language effectively to express critical thinking. It is this writer's assumption that: 1. Countless numbers of academically talented black students go unrecognized and unmotivated due to their being unable to effectively express their thoughts. 2. Black students frequently demonstrate that they "know" more than they are able, or willing, to express through language. 3. Black students use language less frequently to express thinking and mental processes. 4. Black students use explicitness or elaborateness less frequently than non-black students.

Frasier (1978) suggested that school is frequently related to understanding and utilizing abstract concepts. (Which is often conveyed through oral language). Children who are gifted most often excel in their ability to acquire concepts both faster and at higher levels of abstraction than the average child. Depending upon the situation Frasier added, the culturally different gifted children are often handicapped for they show weaknesses in the very skill areas necessary for cognitive growth-verbal and semantic skills. Sigel (1975) suggested that some theorists feel that language is the key determinant of the developmental sequence of concept

attainment and thought in general. Because the culturally different gifted lack the adequate language facility expected in school, it follows that their cognitive growth is not recognized.

Gallagher (1975) added that most culturally different children enter the school system speaking a dialect or language that differs markedly from the standard, middle class Anglo-dialect. These children fail to attain academic success because their speech patterns and language habits frequently conflict with those valued by society and daily promulgated by the schools. Sigel (1975) noted that the willingness of the teacher to accept relatively poor articulated expression without negative evaluation may sometimes have a positive effect, potentially providing a basis for the child to enhance his intellectual development. This is particularly important in the education of children from economically under-privileged groups where verbal facility often lags considerably behind intellectual potential.

II. PLANNING

Developing a Curriculum Guide that contains talent development activities for black students, with the intent of "Reducing the Odds" that these students' talents will not be invisible, may at first seem a difficult if not an improbable task. However, the Guide was designed with the black students' special language needs in mind (see pages 79) and also the needs and traits that are basic to gifted students. (See appendix pages 2-4A .)

In order to plan activities that would meet the language needs of black students, it was necessary for the Curriculum to be language based with heavy emphasis on encouraging the students to respond orally to open-ended questions. Suggested teaching strategies are included to assist teachers in formulating questions that will produce maximum oral responses from students. The Modeling Approach is also advocated in this Guide. The teachers' responsibility in using this approach is to serve as a model/guide to help students formulate ideas and use effective sentence patterns.

Once the language needs of the black students were considered, attention was given to the criteria that gifted/talented students must possess before gaining entrance into special programs. The booklet Gifted and Talented - An Identification Model (1978) was used as a reference. (This booklet is used by the Charlotte-Mecklenburg School System.) The booklet outline of common characteristics/traits possessed by the gifted/talented were formulated into objectives for the curricular activities (see pages 2-4A.) A teacher checklist for kindergarten students was also included in the booklet

(see page 5A). The information from the checklist was used in the planning of the Guide plus planning in other curriculum areas.

The next step in the planning process was to determine how the information gathered from the booklet could be used to assess the black students' current level of language usage and what degree of gifted potential the students currently possessed, if any. The widely used Peabody Picture Vocabulary test was used to assess the students' receptive language. The black students involved in the project were administered a pre and post test to determine whether their receptive language ages matched their chronological ages. The teacher checklist from the booklet Gifted and Talented - An Identification Model (1978) was also used as a pre and post test. A measure of the students' thinking ability was surveyed by an instrument developed by Dr. Gary Harold at the University of North Carolina at Charlotte. The NCAS Relational Thinking Inventory was used as a planning device in the development of the Guide and was also used to evaluate the students' progress at the end of the project.

III. CURRICULUM DESIGN

This Curriculum Guide was developed by a kindergarten teacher. Its purpose is to give black students and other students experiences in using language more effectively to express complex thinking. It was designed to help students become better communicators and users of oral language; to spontaneously elicit or elaborate in describing, reporting, and comparing; reasoning about present and recalled experiences; anticipating future events and predicting the outcome; recognizing and offering solutions to problems; planning and surveying alternatives for possible courses of action, and projecting into experiences and feelings of other people.

The formation of this Guide was based on these assumptions:

1. That countless numbers of academically capable black students go unrecognized and unmotivated due to their being unable to effectively express their thoughts.
2. Black students frequently demonstrate that they "know" more than they are able, or willing, to express through language.
3. Black students use language less frequently to express complex thinking and mental processes.
4. Black students use explicitness or elaborateness less frequently than non-black students.

The Guide emphasizes five essential language areas that this writer feels are key ingredients to using language more effectively to express critical thinking. Below are definitions of those language areas as defined by Mackintosh (1964) and Tough (1977):

1. Expressive Language: The young child needs plenty of opportunity and freedom to be self-expressive in his/her use of language before

complex use of language can occur. In self-expression the emphasis is on the children's speech to themselves, not to the listeners, as they tell how they feel and what they have, or are about to do. Children will remain unskilled in complex forms of communication until they show fluency, awareness, and sensitivity in self-expression.

2. Central Meaning: reporting/comparing/ordering: This is using language to represent items and events that the child observes, indicating those aspects of the scene around him that engage his attention. The child's language reflects those features of his immediate experiences that have significance for him as he reports on his ongoing experiences. As the child remembers some experiences, it would appear that he has an image of the earlier event which he can, as it were, inspect, selecting significant features to represent through language. He provides labels or identification of particular components of the recalled experience as though he were making a report of the scene. Analytical strategies are: the elaboration of details, by association with some earlier experience and making comparisons; the recognition of incongruity; the awareness of sequence; the recognition of a central meaning; reflection on the meaning of experiences; and the recognition of associated actions or events.

3. Predicting: Involves projecting beyond the present experience and employing strategies that of necessity to anticipate events in the future or project into events that are not part of direct experiences. Examples of strategies: forecasting events,

anticipating consequences, surveying possible alternatives, forecasting related possibilities, and recognizing problems and predicting solutions.

4. Reasoning: The use of language for reasoning seems to develop from reporting in which attention is given to several aspects of the situation reported on. The reasoning used employs logical thought and argument, and the strategies used include the recognition of underlying principles or a condition, and of cause and effect relationship.

5. Projecting: It is concerned with the organization of meaning for events that have not yet occurred and may never take place. All meaning must be based on earlier experience of some kind, but the projective function of language draws on relevant earlier experience and, through the use of the imagination, supports attempts to explore events that are still in the future, or savour what it feels to be another person or take part in a situation which occurs only in the imagination. It is an endeavor to extend thinking beyond immediate or personal experience. The strategies for projective use of language are reporting and reasoning.

This Guide includes suggestions and activities for teachers to use with all students, especially those who need experiences in using language more effectively to express critical thinking. It is hoped that the acquisition of these language skills will open doors for bright students who may otherwise go unrecognized.

This Curriculum Guide is offered as a response to an objective that superintendent Jay Robinson declared for the Charlotte-Mecklenburg

School System for the 1982-83 school year. The objective was to develop and implement a plan that would identify at an early age black students with potentials for high academic achievement.

The curriculum guide was generated for pre-kindergarten, kindergarten and first grade teachers. The activities are intended to sharpen children's thinking and oral language skills while freeing them to respond in an open-ended manner. There are five stages of activities, and each stage of activities is arranged from the simplest to the most complex.

Stage I: Expressive Language(describing)

Students are encouraged to use as much verbal expression as possible when describing their experiences or situations.

Stage II: Central Meaning(reporting/comparing/ordering)

Encourages students to draw conclusions from information given and provide as much verbal response as possible while reporting, comparing, and ordering, materials and ideas.

Stage III: Reasoning(relational thinking)

Gives students experiences in developing logical-spatial relational thinking skills while investigating cause and effect relationships.

Stage IV: Predicting(drawing conclusions and predicting/Projecting)

Students will develop skills in predicting outcomes, projecting and anticipating consequences while looking for all possible alternatives.

Stage V: Leadership(initiative)

Students are provided opportunities to develop leadership abilities in the classroom and take on responsibility for classroom activities.

These activities are intended to be used with a small group of four or five students or the entire classroom. Instructions should be daily and limited to a ten to twenty minute session. It is suggested that all the activities in Stage I be completed before moving on the following Stages.

Strategies for Teaching

It is the viewpoint of this writer that the best methods for developing communicative skills and language skills to suggest logical thinking abilities; alternative interpretations (reasoning); predictions and projecting, are the Modeling Approach and the Discovery Approach coupled with the teaching strategies that have been reserved for the "identified" gifted and the talented. Those strategies guide students to respond to open-ended questions. (The students have the freedom to be imaginative in exploring their own possible answers.)

Below is an outline of the Modeling and Discovery Approaches followed by a brief definition of the strategies used with the gifted and talented. Also included, are questions you can use to help your students increase their thinking and oral language abilities.

Modeling Approach: by Merlin and Rogers (1981)

1. Show the student the process.
2. Demonstrate how the student will perform the skill.
3. Ask the student to imitate what you do.
4. Provide opportunities for frequent responses and reinforcement.

Discovery Approach:

1. Help or lead the student to discover the process or principle involved in the skill.
2. Ask questions which lead the student to perform the skill.
3. Have the student verbalize or explain what s/he is doing.
4. Provide frequent responses and reinforcement.
5. As the pupil begins to make correct responses, gradually reduce the cues or questioning.
6. If the responses are incorrect continue highlighting and questioning until the pupils perform correctly.
7. Give verbal praise for correct responses.

Procedure for the Approaches:

Provide sufficient time to learn and remember the skill thoroughly by using a variety of practice activities. Remember, students differ in the amount of practice they need to learn skills. Slower students need more practice.

Application:

Assist the student in finding how to use or apply the skill s/he has learned.

Strategies used with Gifted and Talented:

Holman (1977) prepared one of the most meaningful explanations of the strategies employed by the teachers of the gifted and talented. The definitions are as follows:

Fluent thinking: Involves the production of a quantity of ideas in response to a specific problem. The focus is on the free flow of thought and on generating an unlimited number of relevant responses to that problem. Ask students for: as many ideas as possible; to share ideas and expand the list; to add more to the list and to think of some other possibilities; and after discussion, increase lists again.

Flexible thinking: Relates to the production of different kinds of ideas suggested in relationship to a specific problem. The focus is on variety and diversity of examples, not merely a great number of ideas, as with fluency. The flexible thinker is one who is able to shift his thinking so that different types of ideas are produced. Ask students to: give as many uses as possible for a specific use or category; repeat the process for a new use or category.

Original thinking: Is associated with the production of thoughts or products that can be judged as clever or remote. It is characterized as the production of ideas that are so far away from the obvious that they are considered unusual. Ask for the judgments as to --- most unusual answer; most unexpected answer; the answer no one else thought of; and after sharing, thinking of another answer no one else has considered.

Elaboration thinking: Involves adding the necessary ingredients to a new response in order to actually develop it or work it out in reality. It may also involve embroidering upon a simple idea or response to make it more detailed or to outline the steps necessary to put an idea into operation. Ask students to: tell how, why, and when; tell as many things as they can about a possible event or situation.

There will be some students who may be apprehensive about giving full explanations or interpretations to questions. You will need to pursue the line of questioning. These are possible questions you can use.

Objective: To focus on facts and conditions (logical thinking).

Questions: What actually happened? What did you see? Can you tell more? Was it this way? What are some reasons for your choice? What is similar about this incident and the last one?

Objective: To predict

Questions: What would be some consequences if he goes on in this way? What do you think will happen next?

Objective: Projecting feeling

Questions: What do you think about what the boy/girl did? If it is good for one of them will it be bad for the other? How important is that? What could be the best thing that could happen? The worst? What would you do? What do you feel should be done?

Objective: To elicit evidence.

Questions: What makes you sure it's true? How can you make it better? How would you change it? How would you make it?

Teachers, your role in using these strategies is to be that of a model/guide and to provide a classroom atmosphere that is conducive to the free exchange of language.

ACTIVITIES

The activities included are not "new", and no expensive or additional materials are needed; in fact, most activities require little or no materials. In cases where materials are required, they can be found in any well-equipped kindergarten classroom.

The activities are designed to be used over a long period of time. Slight variations and adjustment in complexity may be necessary for your particular students.

Remember, your responsibility in using these activities is to be a model/guide, and probe and extend students to respond with thought provoking questions. (See Strategies for Teaching)

EXPRESSIVE LANGUAGE

Children need the opportunity to be self-expressive before they can use language to express complex thinking. In self-expression the emphasis is on the importance of children's speech to themselves, not to listeners. The focus is on themselves as they tell how they feel and what they have, are, or about to do.

The following activities allow children the opportunities for spontaneous, unrehearsed, and sincere self-expression.

INTRODUCTORY ACTIVITIES

Objective: To give students the opportunity for self-expression.

Materials: None

Procedure: When the children are grouped in a circle, ask one question which each child takes turns answering. For example, "What did you do during the week-end when we were not in school? What do you like to do most when you are all by yourself and have no one to play with? Tell us what your house looks like. Tell us one thing about the bus that brings you to school." At first, you will have to prompt the children with more detailed follow-up questions or the response will be only a word or two.

Children will remain unskilled in complex forms of communication until they shown fluency, awareness, and sensitivity in self-expression.

EXPRESSIVE LANGUAGE (Describing)

Stage 1

Objective: To encourage spontaneous oral expression.

1. Materials: Students bring items of their choice from home to share.

Procedure: Each student is given the opportunity to talk freely about an item (or experience) that he/she has brought from home.

(You may wish to conduct this Show-n-Tell session daily or weekly, but by all means, plan this as a routine activity)

2. Materials: Paper and crayons.

Procedure: Distribute paper and crayon to students. Ask each student to fold his/her paper in four equal sections (or you fold it) and

- . . . on the first section, draw a picture of one thing he can do of which he is very proud.
- . . . on the second section, draw a picture of one thing he can do that he could not do this time last year.
- . . . on the third section, draw a picture of one thing he would like to do and feels that he will be able to do by this time next year.
- . . . on the fourth section, draw a picture of one thing he would really like to do someday.

You will be surprised at the amount of conversation that will be generated. You may wish to record some of the child's statements made about his/her drawings. Display work on specially prepared bulletin board entitled: Past, Present and Future.

Objective: To help students develop skills in creative expression and oral presentation.

3. Materials: Blocks from the block center.

Procedure: Children create a factory in the block area - one for the girls and one for the boys. (I've found that this type of division created an enormous amount of competition and oral expression.) Each group works in its respective factory to create a robot. When the robots are finished, the groups then create a story or dramatic scene in which the group interacts with its robot. These are presented to the class.

Objective: To give students experiences in speaking before a group.

4. Materials: Materials for making puppets - paper bags, crayons, paste, colored paper, buttons, yarn and other "junk" for the students to use to make paper bag puppets. (If you wish, bought puppets may be used.) Puppet screen.

Procedure: Allow each student to make a paper bag puppet to portray an animal, or whatever they desire. Each child takes a turn bringing his/her puppet to "life" behind the puppet screen.

Variation: Each child makes a puppet to represent a particular letter that has been studied. The children are encouraged to let the puppets tell a story using as many words that start with that particular letter as possible.

CENTRAL MEANING (Reporting, comparing, ordering)

The "mainstreamed gifted" and talented students are recognizable as having remarkable verbal communication skills, richness of imagery in informal language, and the uncanny ability to see relationships. The activities in this section will give black and other culturally different students opportunities to develop and/or enhance those characteristics as well as providing them with analytical strategies, such as the ability to elaborate on details, make comparisons, recognize incongruity, sequence, and the ability to recognize central meanings in actions or events. The key ingredients in developing or nurturing these and other skills is the teachers' attitude toward the students, his/her sensitivity to the students' needs, as well as the teacher strategy employed. (See Suggested Teaching Strategies page 11.)

CENTRAL MEANING (Reporting, Comparing, and Ordering)
Stage II

Objective: To help students develop skills in using descriptive language.

1. Materials: Ask each child to bring a favorite toy to school in a paper bag and to keep it a secret from the others.

Procedure: Say: Many times you have brought something from home to share with us. We enjoyed looking at your toys. Today no one is allowed to look in your bag until we have guessed what you brought. You will tell us about what you have in your bag, but you can't tell us what it is. You might say it is brown, or soft, or round, or heavy. We will try to guess what you are telling us about. You can keep giving us clues until we guess it or until we give up. Encourage the child whose toy is being discussed to do most of the talking.

2. Materials: A hat to be worn by each child as he takes his turn playing detective.

Procedure: Ask: What is a detective? Have you heard that word before? Is the detective's job like a policeman's job? Can he help find lost things and people?

Today, I'd like for you to be a detective. going to hire you to find my lost child. Call a child to stand by you, place the hat on his head and say: "Detective, detective, I've lost my child!" Ask the child to answer: "What is he wearing?" Say: "I can't tell you if my child is a boy or a girl, but

my child is wearing blue and white today." Ask the detective to look around the classroom and pick out the lost child.

Consider each child's capacities as you describe your lost child. Some need very obvious descriptions; others need to be challenged with much more difficult descriptions.

This game can be varied by asking the child to look for lost objects.

3. Materials: Texture materials, waxed paper, sandpaper, cotton, satin material, steel wool, velvet, smooth vinyl, paper and glue.

Procedure: Use the above materials as sparks for creating a "feel" booklet of all kinds of texture.

As you read and discuss each page with pupils, encourage them to use descriptive words which are new to their everyday conversation. Use the following for ideas.

(a) Paste waxed paper to the page. Ask: How does this feel? Which of these words best helps you describe it? Smooth, Waxy, Slippery, Sticky, Hard, Scratchy, Soft.

(b) Sandpaper page. Say: This is rough. It is harsh to the touch. What are some other words that mean the same as rough or harsh?

(c) Cotton ball page. What one word best tells how this feels? Does the way this feel remind you of anything else? What? If you could have lots and lots

of this material, what would you do with it? If this material could touch you back, it would be very _____, very _____, and very _____.

(d) Satin page: This is smooth and silky feeling. Can you think of three other words that describe how it feels? Can you think of one other smooth surface that feels very much like this? What things would be nice to make with lots of this material? Why?

(e) Corduroy page. Scrape the tops of your fingernails on this material. How does it feel to you? Did you change the way the material looks? How would you describe its look? Can you think of three other things that look like this material?

(f) Steel wool. That's scratchy! Is it irritating to your touch? Is it prickly? Is it abrasive? Is it itchy? Does it scrape against your fingers as you touch it? Does it make your fingers feel tingly? Is it rough? Is it wiry?

(g) Velvet page: Sometimes we say things are velvety feeling. Can you tell what velvety means by touching this?

(h) Smooth vinyl page. Describe how this feels? What did you think of when you touched this?

Objective: To help children recognize and describe objects.

4. Materials: Picture of various objects, animals, furniture, vehicles, food, play equipment, and etc.

Procedure: Play game called, "I've Got A Secret." Do not show picture to the children. Give clues about the object in the picture, physical description, group it belongs to (animal, vehicle, etc.), how it is used, where found. Let children guess after each clue, "This animal has a long neck. What is it? When a child guesses correctly, give him/her the picture. When all pictures are guessed, let each child hold up his picture and ask, "What is this?" Encourage the children to answer in complete sentences.

Variations: Have children describe objects and let others guess. Make animal sounds and have children guess the animal.

After several days of practice using this type of activity, challenge students with much more difficult descriptions.

Objective: To help students use specific, clear, descriptive language.

5. **Materials:** Pumpkin, knife, candle or small flashlight, chalk, chalkboard.

Procedure: Tell the students that the pumpkin is going to become the class jack-o'-lantern. They are going to suggest ways of carving the eyes, nose, mouth for the jack-o'-lantern, and everyone will vote on each feature. You'll carve the winning features.

Ask for suggestions about how the eyes should look. Call on each student who has an idea. Direct the student to describe to you (using only words) how to make the eyes. Draw the eyes to the student's satisfaction. After all suggestions have been drawn on the chalkboard, the class then votes on the eyes they want their jack-o'-lantern to have.

Draw a pumpkin on the board and draw the chosen eyes in it.

Continue with the procedure for the nose and mouth. When the students are satisfied with their proposed jack-o'-lantern, carve it as they directed. Place a candle or flashlight in it and use it as the class mascot for the day.

This is a particularly effective exercise in helping students develop vocabulary. As students experience the need for descriptive words and as they hear adjectives and prepositional phrases from their classmates, they incorporate those words into their own vocabulary rapidly.

Objective: To help students develop skill in naming and describing single and plural objects.

6. **Materials:** Collection of construction paper fish. Picture of a single object pasted on each fish. A paper clip attached to each fish. Small pole with string and magnet on the end.

Procedure: Give each child a chance to fish. If he can identify the object saying "This is a _____," he keeps the fish. Child with the most fish wins.

After all the objects have been identified, children can fish again. This time they must say one other thing about the object to keep the fish, ex., "This is a car." "This car is red."

When the children can easily make two simple statements, encourage them to make compound statements, ex., "This car is red and has wheels."

Make it clear that the statement, "This is a _____" refers to one thing and the statement, "These are _____", means more than one.

Objective: To help students use complete sentences when describing an object or event.

7. Materials: Action pictures.

Procedure: Hold up a picture and ask one child what is happening. Say: "Tell me about the picture. Who is doing the action, and is he enjoying it? What do you think happened before this, and what might happen next?"

Encourage children to use complete sentences when responding.

Record the child's answers, and read them back to him/her.

Objective: To help students elaborate when giving responses. To help students use language to describe pictures and events.

8. Materials: Magazine picture or book.

Procedure: Show a picture from a magazine or book. Ask the children to name all the things they see. Prompt with questions if necessary. ("What else do you see?" "Is that all?") This type questioning is suggested for all of the below activities. See page ____ for more questions.

9. Materials: Picture cards of animals and people, etc.

Procedure: Show a picture of a person or animal, etc. Ask the children to describe it.

10. **Materials:** A picture that suggests action. Example, a child hitting a ball.

Procedure: Show action picture. Ask the children to tell what is happening. Prompt with questions if necessary.

11. **Materials:** None.

Procedure: Ask the children to look around the room. Ask them to describe what they see.

12. **Materials:** None.

Procedure: Designate a time for you and your students to observe the weather. Observe the weather three times a day for a week. Ask them to tell what they saw. Record responses to make weather book. Observation of weather can continue all year.

In a walk around the outside of the school, taken a least once a month, children may observe and note differences (if any) produced by seasonal weather conditions.

13. **Materials:** None.

Procedure: Ask children to observe the sky. (Different children may observe at different times of the day, or on different days.) Ask them to describe what they saw. Some comparisons can be made by children who observed at different times.

14. **Materials:** Pictures of people working: firemen, doctors, etc.

Procedure: Show a picture of someone at work. Ask children to

describe the work. Ask the children to tell what equipment the person needs for his job.

15. Materials: Potatoes, lima beans, sweet potatoes, or other vegetables.

Procedure: Place vegetables in water. Ask children to observe and describe daily what they see. Record responses.

16. Materials: None.

Procedure: Take a walk around the school building (inside, outside). Ask children to describe their experiences.

17. Materials: Spices--salt, pepper, cinammon, nutmeg, etc.

Procedure: Ask the children to sample various kinds of spices. What do they notice about the smell?

Objectives: To help students develop skill in reporting and describing events and situations.

18. Materials: None.

Procedure: Devote a few minutes, possibly at the beginning of the school day, to encouraging the children to tell about something which happened to them that day or the day before. "What did you have for lunch? What did you do after school yesterday? Who is your best friend? Did you see a good program on television last night? Tell me something you saw on the way home from school."

9. Materials: None.

Procedure: Choose a child and whisper a set of instructions to him. "Go to the door, open it, close it, and come back to your chair." Verbal responses are involved when you ask the other children to describe what the chosen child did. The child who can name all of the activities performed is chosen next. This can be an effective game if you suggest rather interesting and unusual things: sit on the table, peek through a window, etc.

20. Materials: None.

Procedure: When the children are repeating familiar activities, encourage them to provide the directions or the rules. When reviewing after a class period or on subsequent days, ask the children to "tell us exactly what we did."

Objective: To help students recognize likenesses and differences.

21. Materials: Any available objects.

Procedure: First the child must learn what SAME and DIFFERENT mean. Point to two pencils (or other objects) that are the same and say "These pencils both have points. They both are red and have Mickey Mouse on them, don't they? These pencils are both the SAME." Point to two other similar objects and say the same kind of thing. Once the child is able to recognize two things that are the SAME, use this method to teach him what DIFFERENT means.

Once both words have been learned, you can take any two objects and ask, "Are these two blocks the

SAME or DIFFERENT? Then ask, "Why?" (As long as the child has a good reason for his definition of SAME or DIFFERENT, accept it.)

Another variation is to find objects that are the same and match them.

Objective: To help students classify materials according to a given attribute.

22. Materials: Assortment of buttons, large variety of objects of different shapes and materials, such as marbles, dice, erasers, bolts, bottle caps, coins, spools, plastic objects, pieces of cloth, paper clips, etc.

Procedure: Have students part materials according to size, shape, color, texture, materials from which each is made (metal, plastic, wool, cloth).

Objective: To help students distinguish between same and different.

23. Materials: None.

Procedure: Go on a walk around the school. At the beginning of the walk say, "That stone is big. Can you find a bigger stone?" Or "That tree is small. Can you find a bigger tree?" Let all the children continue to take turns answering this kind of question.

Objective: To help student distinguish between big and little, long and short, up and down, left and right.

24. Materials: Construction paper, scissors, paste, magic markers or crayons, and magazine pages for picture-cutting.

Procedure: Print the word BIG on one side of the paper and SMALL

on the other side. Cut construction paper into big and small shapes. Let the child paste the big shapes on the BIG side of the page and the small shapes on the SMALL side of the page. Follow the same directions for LONG and SHORT.

Up/Down: Draw an arrow pointing up in the middle of a page. On the opposite side of the page, draw an arrow pointing down. Print the words UP and DOWN on the pages. Let the children cut pictures from magazines depicting objects that are found in the air and on the ground.

Left/Right: Look through a magazine for pictures of left/right objects such as feet, shoes, or hands. Let children cut them out and paste them on the proper page.

Note: Make sure children understand one concept before going to another. The same kind of this can be done for SAD and HAPPY, TALL and SHORT, FAT and THIN, FAR and NEAR, DARK and LIGHT, etc.

Objective: To help students recognize similarities and dissimilarities.

To help students compare objects and situations.

25. Materials: The following books, The Three Bears or Three Little Pigs, or others.

Procedure: Compare two animals in a story read by the teacher (such as Father Bear and Baby Bear in The Three Bears; two of the Three Little Pigs, etc.)

26. Materials: Magazine pictures.

Procedure: Have students cut two pictures from magazines. Later compare the pictures.

17. **Materials:** Pinch clothespin, round clothespin, plastic fork, plastic spoon, drinking glass and a cup, a watch and a clock, a pen and a pencil, ruler and a tape measure, a mitten and a glove, etc.

Procedure: Keep in a large, sturdy box or plastic clothes basket a collection of items which have something in common (often their basic use) but which have obvious differences. Change the items or add to the collection from time to time.

Begin by asking a child to find two items used for drinking. When the child has found the cup and glass, ask why they are alike; then ask how they are different. The model for answering must be taught ("A cup and a glass are alike because ____"). "A cup is different from a glass because ____"). Later the child might choose one item and look for the related items. If children have difficulty finding pairs, begin by presenting a pair, making the appropriate verbalizations yourself, and then securing similar verbal response from the children.

28. **Materials:** None.

Procedure: Select two places which have obvious differences (city and country, home and school). "Let's find out if home and school are the same or if they are very different. I'll make a list at the board. First, let's think of all the things we do at home (go to bed, dress, eat, play). All right, now what are some of the things we do at school (sing songs, work on making designs, hang up our coats, have juice)? Are most of the things we do at school different from the things we do at home?" Be sure to include some things which could happen at both places: hanging up coats, coloring, etc.

29. Materials: None.

Procedure: Ask a child to stand up before the group and to choose a friend to stand beside him. Ask him to tell one way in which he and his friend are alike. ("We are both boys; we are both wearing blue jeans; we are both in school; we both ride the bus to school; we are both five years old; we are both wearing sneakers.") The second child is then asked to tell one way in which they are different. ("He is a boy and I am a girl. Her hair is braided and my hair is short. He is wearing boots today and I am wearing sneakers.") The first child chosen sits down and the second child chooses a friend to come up and the game is repeated. Encourage the other class members to add likenesses and differences to those given.

30. Materials: Chart paper and chalk.

Procedure: Keep a weather chart in the classroom; record sunny and rainy days. On a piece of chart paper, record the things that the class might do each day. On the top of the chart, record the weather. Before beginning the activities, look back at the weather chart and point out the various things that the class did on sunny days and things that they did on rainy days. Compare and contrast sunny day and rainy day activities.

Objective: To help students learn to arrange pictures and ideas into logical sequence.

31. Materials: Manila folder or envelope for each child, with four to six squares drawn and numbered to the outside.

Four to six pictures showing various sequences of an activity mounted on cardboard but to fit the squares, inside each envelope (pictures of child in bed, getting up, dressing, eating, going to school).

First pictures in sequence glued in place.
(Sequence pictures maybe purchased. Comic strips are good to use also.)

Procedure: Using one folder as an example, show children the squares and ask what is happening in the first picture. Show two other pictures and ask that they be described. Put these pictures in an illogical sequence. Ask: Is that the way you do this in the morning? What might be a better way to put these pictures? Why?

Give each child an envelope and ask him to put the pictures in order. Talk about the pictures with each child when he/she finishes. Help child survey the group of pictures to recognize the central meaning.

(This activity is one that can be used many times varying the pictures and the level of difficulty to meet the students needs.

REASONING (Relational Thinking)

The booklet, Gifted and Talented - An Identification Model (1978) is being used by the Charlotte-Mecklenburg School System; it identifies a scale that contains the learning characteristics of the gifted/talented. They are as follows:

The gifted/talented student has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from information or factual questions); wants to know what makes things (or people) "tick." The gifted/talented student also has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.

The activities contained in this stage, Reasoning (Relational Thinking), will encourage and nurture the black student's ability to use those higher level thinking skills which are synonymous with giftedness. They will develop the skills necessary to make decisions and judgments concerning a criterion statement. They will learn to demonstrate the kind of intelligence which allows one to survey the correctness, suitability, adequacy, desirability of alternative responses and then choose the correct or alternative actions.

The writer has taken liberty in organizing this stage, thereby slight deviation from the open-ended response method has occurred. Some of the activities are the pencil and paper variety. They require the student to select one right answer. It is felt that students need some early practice in converting conceptual knowledge to written expression, since this is necessary for gaining entrance into the gifted/talented programs. It is, however, strongly recommended that the lesson concepts are taught just by using manipulatives followed by the worksheets. No child should be expected to use the worksheets unless he/she has demonstrated knowledge of the concepts.

It is also recommended that after completing the worksheets students are given the opportunity to discuss their responses.

REASONING (Relational Thinking)

Stage III

Objective: To help students learn to solve problems based on cause and effect relationships.

1. **Materials:** None.

Procedure: Improvise a story about the weather and the clothes we wear. "I'm going to pretend to look out of my window to see what kind of weather it is. Then I'm going to put on some special type of clothing. You try to guess what kind of weather it is from the kind of clothing I list. Let me see, what shall I wear to school today? Oh, my! I wonder where my raincoat is? And I guess I need my umbrella. What is the weather like? Now it is another day and I look out my window. Oh, I will need my heavy coat today, and I guess I'd better wear my boots so my feet won't get cold. Where is my scarf, and I will need my mittens too. Can you guess what the weather is like? It is another day, not a school day. I look out. It's a perfect day for swimming. I'll put my swimming suit on over there. Can you guess what kind of weather it is?"

2. **Materials:** None.

Procedure: Create a pretend situation for the children as you tell a little story. "Everybody close his eyes and listen to the things I tell you about a certain place. When you think you know the place I am talking about, raise your hand. I walk into a building. I see shelves of canned foods. Then I come to a place where there are tables with bananas, apples, and other fruit. Vegetables are also piled up. There is a counter with many kinds of meats on it. Can anyone see in your mind

the place I am talking about? What is its name?"

Other places the children might recognize would be a gas station, post office, shoestore, shopping malls, library, etc.

3. Materials: None.

Procedure: Verbally create pretend situations and help the children to list what is needed to carry out simple goals.

"Your mother tells you that you can spend the night with your grandmother. You have to put the things you will need in a bag. What will you take with you?"

"You are going to help your mother make pancakes (or some other food). What will you need?"

Objective: To help students understand and consider the variety of possibilities when arriving at solutions to problems.

4. Materials: None.

Procedure: Hypothesizing. The teacher might ask the children to think about the problem for a few minutes and to suggest several guesses, or possibilities as reasons for this occurrence. The children should be helped to recognize that each suggestion is only one of several possibilities and not necessarily the actual reason for the occurrence. To help the children gain this perspective, the teacher might ask them to stipulate verbally that their responses are simply suggestions, by adding qualifying words, such as the following "It might be," "maybe", or "perhaps". Any reasonable possibility given by the children is acceptable. Suggested activities are:

(1) The children are very noisy this morning. What do you think is the reason for this?

(2) We cannot find a paintbrush. What do you think might have happened to it?

(3) The paste jar was left uncovered. Why do you think this happened?

(4) Our pet is not feeling well. What do you think might be the reason for this?

(5) What are some ways in which children could help mother? (father? teacher?)

(6) Why do you think some children are afraid of thunder?

(7) Where does the light go when you turn it off?

(8) What are some ways to have fun with a dog?

(9) Teacher reads story. Ask children about the characters. What kind of boy do you think Tom is? What kind of girl do you think Susan is? How do you think Dick felt (in a given situation)?

Objective: To help students develop the ability to determine the difference between assumption and fact.

5. Materials: None.

Procedure: Teacher will need to help students understand the meaning of the word assumption and the nature of making assumptions. For the young child, phrase this idea in words which are more familiar to them, such as, "What is really true here?" and "What did you guess to be true?"

The following is a list of experiences which children may have in looking for assumptions.

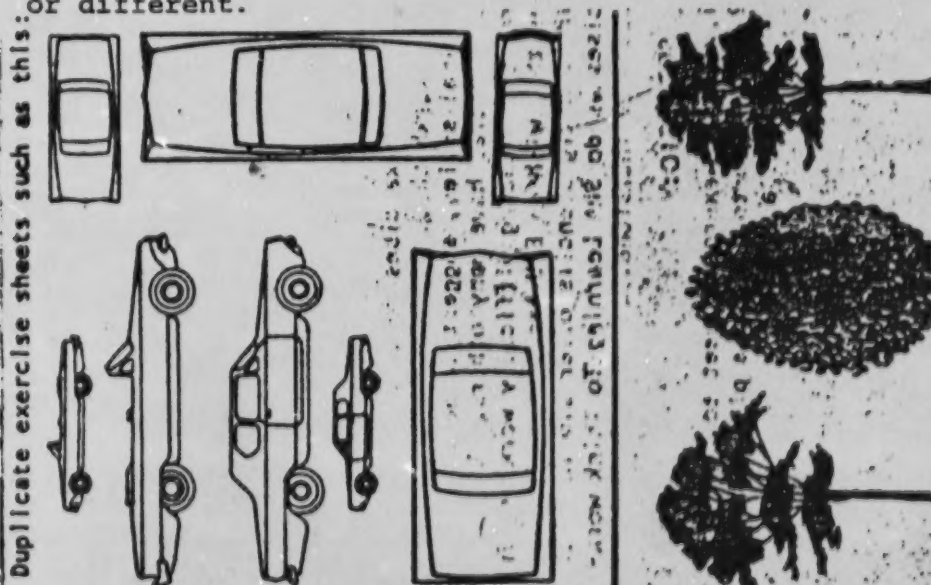
(1) Show the children two differently shaped containers each holding a quantity of water. Ask which contains more water. (Help them to understand that the only way to determine which container holds more water is to measure it.)

(2) Put twelve blocks in a box. Have four children pick out two blocks each. Ask children how many blocks were in the box. For those who say "eight" ask how they knew that.

(3) Show children a larger box and a smaller one. Ask which one is heavier. (The larger one may be empty and the smaller one may contain two books.) Ask the children how they could really decide which box was heavier.

Objective: The student will be able to develop the ability to judge units of figural information as being similar or different.

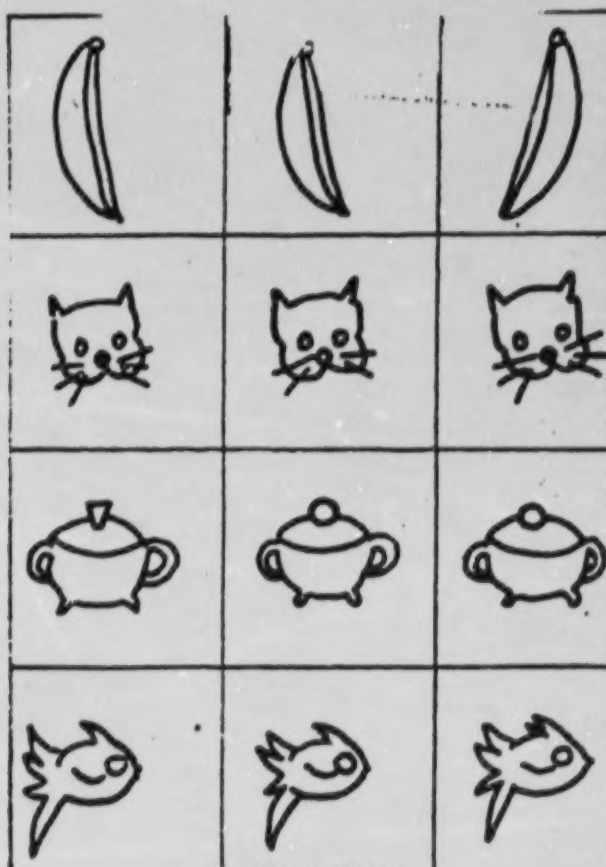
6. Materials:



Commercial workbooks are great for obtaining pictures for this exercise.

Procedure: Students are to discriminate between various pictured objects. Instruct the child to find the car. . . (Tree) that is different from the others.

7. Materials: Similar exercise sheets and crayons.



Procedure: Ask students to color the pictures in each row that are alike.

8. Materials: "Touch-Box" with variety of objects known to the children such as pencil, chalk, crayon, bead, small blocks, paper clips, etc.

Open box of identical objects plus others not in the Touch-Box. The objects need not be duplicate or the same size.

Procedure: Students tell by touching what a particular object in the box is.

A child picks a particular object in the box and without looking at it tells what it is. When he/she identifies the object, he/she chooses one from the open box which he/she thinks is the same. He/she pulls the Touch-Box open to check if they are the same. (Items representing a particular letter studied can be used.)

9. Materials: Ten different colors of construction paper. On each piece of paper, draw two kinds of fish which are of different design. You will need ten different kinds of fish to make each set. Here are some examples:



Procedure: The teacher keeps one set of cut-out fish and spreads the second set out in front of a student. This could be done with two students, one playing the fishermen.

Have a student, or the teacher, pull a fish from the teacher's pack. The other student must look through the pile of fish in front of him and pull out the identical fish.

For variation and fun, put a paper clip on the fish and spread them out on a table or the floor. Make a little fishing rod (pencil or stick) with a string tied to one end and a small magnet to other end. Let the child "fish" for the fish that is exactly the same as the one the teacher or another student holds up.

10. **Materials:** Small toy objects - animals, well-known household objects, etc. Small pictures, each corresponding to the above selected objects. One large picture of a chair for demonstration purposes.

Procedure: Give each student ten objects. Ask the student to place all the objects in a row on his/her desk. Give the students 20 pictures, ten of which correspond to the ten objects. Ask the student to place the picture of the object beside the corresponding object itself. Demonstrate this task by placing a picture of a chair beside the teacher's chair.

11. **Materials:** Duplicated sheets similar to this (You can easily make your own).

Select the figure from the "Match Column" that is identical with each of the figures in the "Given Figures" column.

GIVEN FIGURE		MATCH COLUMN	
	—	1	
	—	2	
	—	3	
	—	4	
	—	5	

Procedure: The student is asked to select a figure from a "Match Column" that is identical with each of the figures in a "Given Figure" of column.

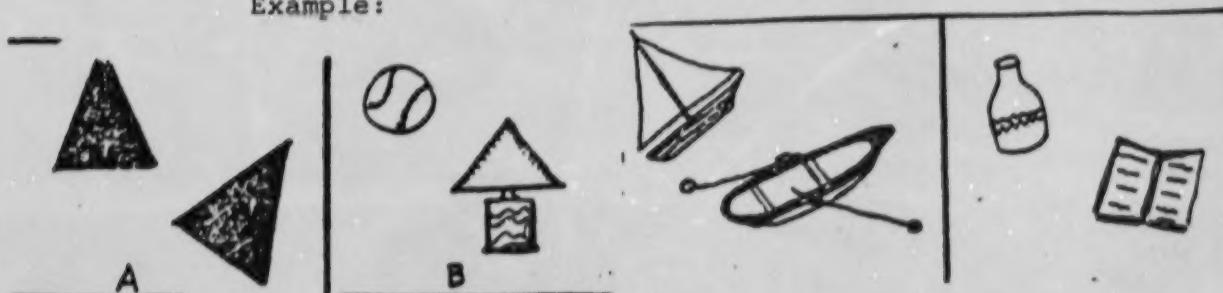
Explain to the student what he/she is to do, have the student complete the exercise by himself/herself.

Objective: The student will be able to develop the ability to judge whether figural units are properly classified.

Background: The activities require the student to analyze how units are classified and then judge how other units are similarly classified in another group of figures or forms.

12. Materials: Cards that have two objects that are alike and cards that have two objects that are different.

Example:



Procedure: Present card A and help the students see that they are alike-both are triangles. Present card B and help the student see that they are different - one is a toy and the other is not.

Have children look at the other cards. Mark the ones which are not alike because they do not belong to the same group.

13. Materials: A variety of pictures or objects, all should be of different color, sheets of colored paper, scissors, patterns of colors.

Procedure: Show a large piece of colored paper. Ask all the children wearing the same color to stand up and show where this color can be found on them. (Socks, shoes, in a plaid design).

Show students the variety of objects. Ask them to put the objects in groups of all the same color. (Do not show. . . let them figure it out.)

Now, have the students trace shapes on different colors of paper and cut them out. Students can now classify by shape regardless of color.

Objective: The student will be able to develop the ability to evaluate figural relations.

14. Materials: Make figures like the ones shown. See next page.

DIRECTIONS: Select the pairs of figures that have relations like that of the Key Pair.

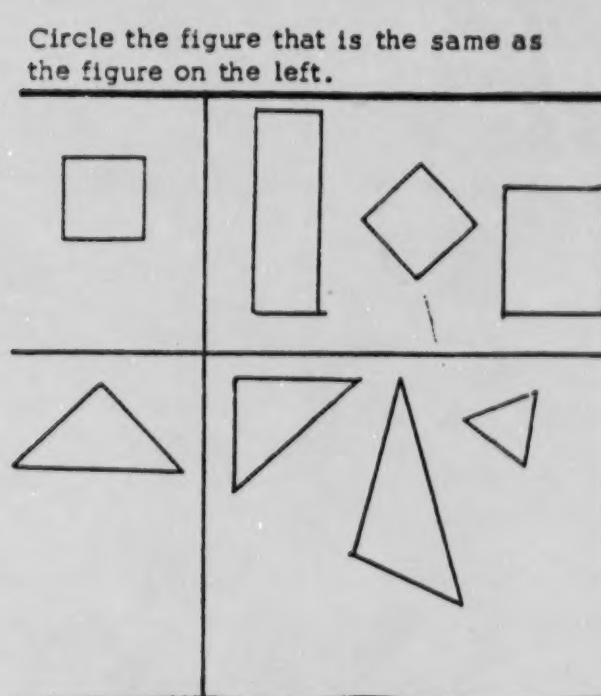
	KEY PAIR	A	B	C	D
1					
2					
3					
4					
5					

Procedure: In this task the student is presented a key figure pair with four additional figure pairs. He/she is to select the pairs of figure that have relations like that of the key pair.

Demonstrate the task with the students to make sure they understand what is expected of them. Have the students complete the task by themselves. . . Discuss responses.

Objective: The student will be able to develop the ability to judge or analyze how a given figure or object will appear after certain changes have been made, such as folding, rotation, etc.

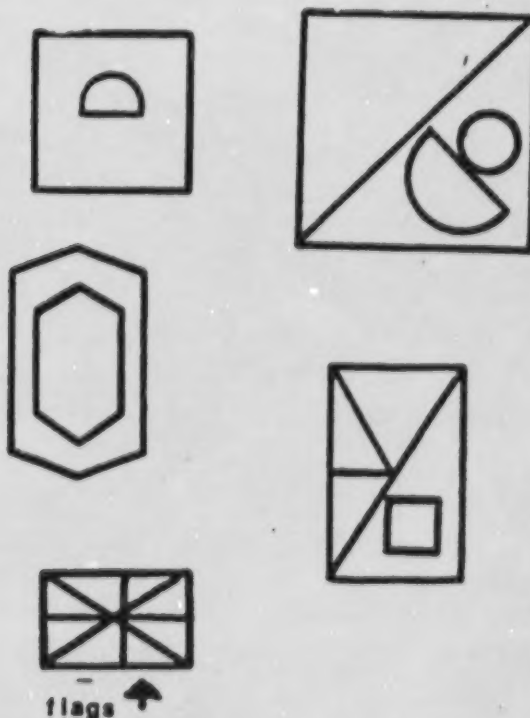
15. **Materials:** Two sets of shapes that are the same and/or make the following sheets:



Procedure: Using shapes shows students how a square can become a diamond, how triangles can appear different by rotating them. Practice with real objects as long as needed.

Now hand out exercise sheets similar to the one shown. Demonstrate left and right sides of paper. Say to students "Compare the figure on the left with the three figures at the right of it and decide which one is the same - but viewed from a different place." Allow the students time to perform the task. Discuss the exercise with the students.

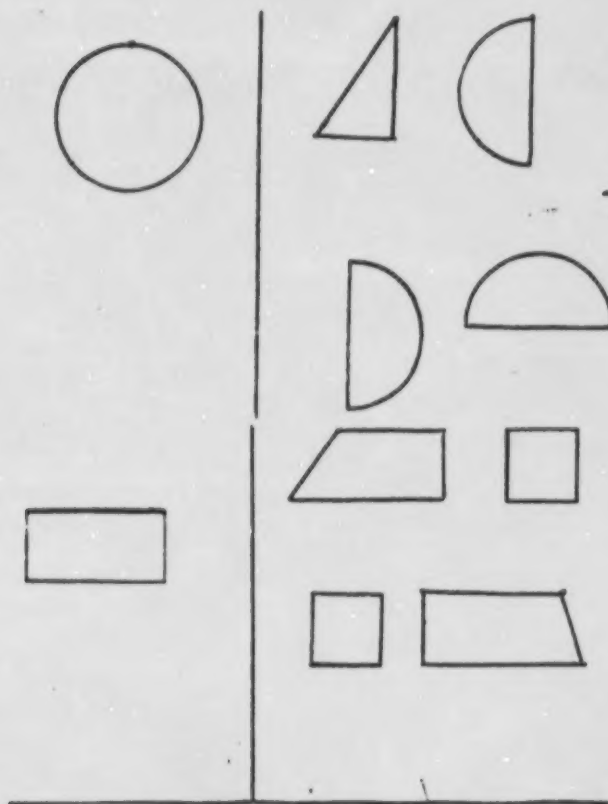
16. **Materials:** Following assortment of shapes: small circles, small semi-circles, large semi-circle, square, triangle (large and small), hexagon, small square. Pictures of figures composed of the specific shapes:



Procedure: Display the given geometric shapes. Ask the students to indicate which geometric shapes would be needed to make each given figure.

Objective: The student will be able to develop the ability to evaluate the adequacy or consistency of implied lines to complete a given form from a series presented.

17. **Materials:** The following exercise sheet; and hard form (real) shapes to match those on sheet.



Procedure: Display in a conspicuous place the geometric designs covered in the paper. Provide ample practice in matching a rectangle with a rectangle, a square with a square, etc. (Use hard form shapes).

Later, ask students to look at the shape on the activity sheet. Instruct them to draw a circle around the two drawings at the right which fit together to make the shape on the left.

If the students are not able to identify the broken figure, review.

Objective: The student will be able to develop the ability to make rapid decisions regarding the identification of the letter or number sets.

18. **Materials:** Make exercise sheets similar to the example below:

TD
MDEOTGTDRAKLTAN
YLDERDSATXRTDOL

Procedure: Instruct the child to circle the two letters at the top of the page and everytime they appear on the page.

Note: The letters are only to be circled in the order in which they appear. Thus, after every T, a D must be found next.

Vary letters: first use capitals, then small letters, then numbers.

The exercise will increase the student's ability to recognize certain letters in a particular order.

19. Materials: Make copies of the following:

UP	UNDER
PURSE	CUP
SURF	UGLY
CHURCH	FULL
HURT	SUNDAY
USE	SUN

etc.

Procedure: Have the students find the U in each word. If the list is typed with spaces between letters, the child will be able to circle just the letter U in each word.

The list with some words without a U gives the child a wider choice in locating the letter.

Note: Make similar worksheets to develop student's skill in recognizing any letter in semi-familiar words.

20. Materials: Copies of the following sheet:

S	x	n	t	-	g	3
p	i	z	Y	o	P	
s	x	w	S	Z	v	+
n	T	r	m	b	c	
C	t	q	A	x	M	
a	A	o	S	p	n	+
S	3	T	i	s	S	
n	t	i	h	p	H	v
u	T	S	x	n	a	m
S	o	J	n	t	y	S
2	v	m	r	p	X	e
l	o	i	3	w	x	a
x	p	v	M	W	p	
c	L	I	A	b	L	S
3	p	r	x	M	i	X
a	5	s	o	x	f	z
x	b	i	8	j	N	q
w	e	i	9	Y	P	l
c	b	2	3	f	v	

Procedure: Ask students to circle the eight S's with red crayon.
 Circle the five 3's with blue crayon.
 Circle the six n's with green crayon.
 Ask the students to cross out all the small m's, etc.
 This lesson may be made more simple by eliminating some elements (upper and lower case letters, numbers, etc.)

Objective: The student will be able to develop the ability to estimate the appropriateness of aspects of a symbolic system.

21. **Materials:** Activities sheet similar to this:

e	a	c	X	o
M	D	E	F	b
A	a	B	C	D
e	E	a	c	d
4	2	3	5	97
16	11	2	19	25
100	101	106	102	34
42	21	3	61	38

Procedure: This lesson teaches the students to analyze a row of symbols select the one which does not belong (Make many such sheets to train this ability.)

Give the students the activity sheet, a marker and pencil. Tell them the row of letters and numbers from left to right. Choose the one which does not fit and cross it out with an X as in the first row. Do each row, using the marker to stay

on the line. Cross out only one answer. Discuss clues which lead to decision.

Objective: The student will be able to develop the ability to make judgments about the suitability or adequacy of ideas and word meanings in terms of meeting given criteria.

22. Materials: Activity sheets similar to the one pictured on the next page. (Collect pictures and make more to fit your students' ability level).

Procedure: Read the statement aloud. Students are to mark the appropriate object described. Use several examples.

Stop after each item. Discuss why each choice is or is not correct.

Objective: The student will be able to develop the ability to judge the internal consistency of a complex of meaningful information.

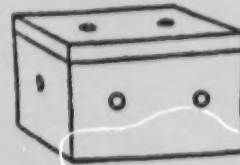
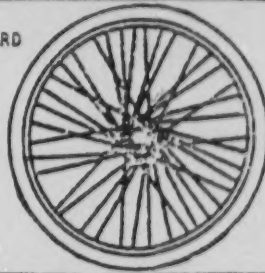
23. Materials: Collect "What's wrong with this picture?" items suitable for your students' ability level. See example on page _____.

Procedure: Present a picture or statement containing an incongruity to the student. Ask him to find all of the pictured mistakes or absurdities. Discuss why these things are absurd or foolish. Note: The meaning of "absurd" and "foolish" will need to be defined for your students.

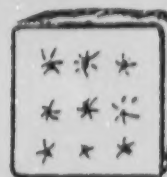
What's wrong with this picture or what's absurd about this statement are the kinds of tasks which give students exercise in developing judgment about incongruities.

Put a mark like an X on the picture that describes the words, both words . . .

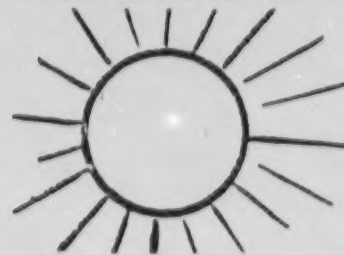
MARK SOMETHING THAT IS ROUND AND HARD



MARK SOMETHING THAT IS SOFT AND SQUARE



MARK SOMETHING THAT IS COLD AND TALL



MARK SOMETHING THAT IS POINTED AND NOT ALIVE



MARK SOMETHING THAT IS BRIGHT AND FAR AWAY





PREDICTING AND REASONING

The creative characteristics of giftedness as described in Gifted and Talented - An Identification Model (1978) are:

the ability to generate a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses. Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if ..."); manipulates ideas, changes, elaborates upon them; is often concerned with adapting, improving, and modifying institutions, objects and systems.

This free style of thinking, for the most part, has been reserved for the "identified" gifted/talented students. The activities in this stage will give the black student practice in using this style of thinking. They will gain experience in projecting beyond the present experience and employ strategies that of necessity anticipate events in the future or project into events that are not part of direct experiences. Examples of strategies are: forecasting events, anticipating consequences, surveying possible alternatives, forecasting related possibilities, and recognition of problems and predicting solutions.

PREDICTING AND PROJECTING

Stage IV

Objective: To help students see that there are limitless possible solutions to problems.

To increase verbalize fluency.

1. **Materials:** Chalkboard.

Procedure: Begin by asking, "What are all of the possible ways that you might have come to school this morning?" List responses on the chalkboard.

At this point, youngsters will probably give some fairly common responses ("walk", "bus", "car", "bicycle"). Say: Remember I said all of the possible ways that you might have come. Use your imagination. Let your mind wander, even if you think the method for coming to school is silly or way out. How about by donkey or pogo stick? (Add these to the list on the chalkboard) Continue to prompt students.

When the flow of responses begins to slow down, say:

Let's go one step farther. Suppose you could change your size or shape. Can you think of some other ways that you might possibly come to school?

If no one responds, say:

Could you make yourself very tiny and come in a friend's lunch box? Or, could you change to a drop of water, and come in through the water fountain?

Objectives: To develop ability to elaborate on a given form.
To increase observational skills and the ability to draw conclusions from given information.

2. **Materials:** Activity sheet containing a paper doll figure and crayon.

Procedure: Introduce the activity by talking about Halloween and the practice of wearing costumes or disguises on that holiday. Explain that a disguise, like a costume, is used to make a person look different from his or her normal self. Have the students give examples of their costumes and disguises. Discuss the use of costumes and disguises by clowns in the circus or by actors in television programs and in movies. You might tell the story of Snow White, in which the wicked queen takes on the disguise of a sweet old lady to fool Snow White. In addition, talk about how many different occupations require special costumes or working clothes and equipment.

Distribute the activity sheets and ask the students to look at paper doll figure. Tell them that the person on the activity sheet has a special job. Tell them that he or she must wear special clothes for that job. Ask them to think of a job for this person and then draw the clothes that he or she will need for that job.

Allow each child to discuss his/her finished work.

3. **Materials:** Activity sheet containing a paper doll figure and crayon.

Procedure: Introduce this activity by asking the students to pretend that they are famous detectives who must follow a suspicious looking person. Tell them that to keep that person from suspecting he or she is being followed, the detective must wear a disguise. Ask them to draw that disguise on the figure on activity sheet. Suggest that, before drawing the disguise, the students first think of a reason for wearing that particular thing (false beard or eyebrow, dark glasses, long coat, and so on).

Discuss the students' reasons for using the various disguises. Record responses if desired. Follow-up: Let the students attempt to make disguises for themselves from paper and old scraps of fur, yarn, or other materials that can be found in the housekeeping area.

Objective: To understand that there are a variety of ways to do things.

4. Materials: A clock or watch with a second hand.

Procedure: Explain to the students that there are many ways of doing the same thing. In this lesson, they are to suggest as many solutions to a situation as possible within the time limit you set. No negative comments or "put downs" are to be made about anyone's ideas.

Select one or two topics from the following suggestions. (The remaining topics may be used for a second lesson on brainstorming or later for other problem-solving sessions.)

(1) How can you make friends with a new person at school?

(2) How can you decide who will be first in line for a game?

(3) How can you show your father or mother that you love him/her?

(4) How can you help your teacher?

(5) What presents can you give that don't cost money?

(6) If your parents are busy, the television is broken, and you are the only child at home, what can you do by yourself to have fun?

When the time limit is up for each brainstorming topic, comment on the number of ideas submitted and the creativity shown by the students.

5. Materials: None.

Procedure: "Tell me all the things you can think of that I could wear on my hands." (gloves, mitten, rings, fingernail polish) "Tell me all the things you can think of that I could wear on my feet." (socks, shoes, stockings, sandals, sneakers, boots, rubbers, galoshes, skis, snowshoes, skates, slippers, thongs) "Tell me all the things you can think of that are red." Tell me all the things you can think of that are shaped like a triangle." The question would vary according to the subject matter currently being presented to the children. Listing items on the board and adding a simple sketch is a good way to focus attention, even though the children are unable to read the list.

Objective: To develop the ability to respond in various ways.
To develop the ability to see that a variety of situations can produce a given mood.

6. Materials: Paper and crayons.

Procedure: To introduce this activity, select short paragraphs or stories which create the mood under consideration. Explain that people feel differently about different things, and ask the students to listen carefully to see if the story is happy or sad. It is conceivable that a story which seems sad or happy to the teacher may not seem so to every child. Discuss each story,

but let the students decide individually whether it is happy or sad. List some of the events from the story which make it either happy or sad.

You might contrast nursery rhymes such as "Humpty Dumpty" and "Old Mother Hubbard," which promote a sad theme, with "Mary, Mary Quite Contrary" and "Little Jack Horner," which are happy rhymes.

Tell the children to draw all the things that make them either happy or sad. Record their responses.

Objective: To develop within students conceptual foresight and social awareness by forecasting and evaluating a series of activities.

7. Materials: None.

Procedure: Ask students to respond to the following statements (To insure responses, limit questions, at least initially, to material which has been introduced in the classroom.) These statements are to be used over a period of weeks.

- (1) What would happen if we forgot to put the covers on the paint jars?
- (2) What would happen if we did not put our names on our paintings?
- (3) What would we do if we spilled the paint?
- (4) What would happen if the music teacher let everyone play the piano during music time?
- (5) What would happen if we didn't pick up the blocks?
- (6) What would happen if we didn't take turns talking?

(7) What would happen if we didn't put the bikes away at night?

(8) What would we do if a child cried at school?

(9) What would we do if we didn't have enough food in the cafeteria for all the children?

(10) What would happen if the bus got a flat tire on the way to school?

In most cases more than one answer should be sought. Accept a literal or obvious answer but encourage divergent answers.

8. Materials: None.

Procedure: To insure responses, limit questions, at least initially, to basic family and home information. Child respond to statements.

(11) What would happen if an egg were dropped in your kitchen?

(12) What would happen if you left a window open and it rained?

(13) What do we do when the baby cries?

(14) What do you do when your shoelace breaks?

(15) What would you do if you cut your finger?

(16) What would you do if you got on the wrong bus?

(17) What would your family do if the car ran out of gas?

(18) What would happen at your house if rain came through the roof?

(19) What would happen if you tore your dress (shirt)? Encourage different answers to the same question.

(20) What would happen if there were no more trees?

(21) What would happen if all people lost the ability to speak?

(22) What would happen if animals all suddenly got the ability to talk?

Objective: To help children learn to share and respect the rights of others.

To help children learn alternative ways of expressing their feelings and emotions.

9. Materials: None.

Procedure: Situation 1: You just finished building a car in the block area. You are very proud of it. You went to get the teacher so she could see it. When you came back, your best friend had kicked it down on purpose. What would you do?

10. Materials: None.

Procedure: Situation 2: It was your turn to ride the big wheel. Just as you were about to get one, another child pushed you aside and got on it. What would you do?

11. Materials: None.

Procedure: Situation 3: You are being accused of hitting another child. You didn't do it. What would you do?

Objective: To help students imagine and project feelings.

12. Materials: Pictures from magazines and other sources mounted on heavy tagboard. Pictures should depict such situations as: mother scolding or spanking a child, two children fighting, serious accident, joyous interactions among people, etc.

Procedure: Hold pictures up one at a time for children to see. Let them volunteer their observations. Give children plenty of time to talk about the pictures. Then ask: What is happening in this picture? What do you think happened just before this picture?; and later in the discussion: What do you think will happen next? How do you think the story will end?

Repeat some of the stories from beginning to end in order to help children recognize that a picture can stimulate imaginings of the past and present and future, as well as project their own wishes.

Objective: To help students project feelings.
To help students understand and experience empathy.

13. Materials: Hand puppet, if desired.

Procedure: Create verbally an imaginary little boy (Little Willy) and use him as a focal point for examples from day to day. A hand puppet may be used to help create the character. Recount various events and ask the children how Willy felt. Example: He fell down and hurt his knee. (He felt sad, sorry, hurt.) He found a dollar and brought a toy truck he wanted very much. (He felt happy, lucky.) He broke his sister's doll when he was angry. (He felt sorry, glad, afraid.) He ate a big dinner. (He felt happy, full, lucky.)

14. Materials: Picture of a crying baby or others.

Procedure: Show a simple picture to the children, a crying baby in a playpen, for instance. Ask leading questions to get the children thinking: "Is the baby happy?" Pictures can increase in complexity as the child's ability to generate interpretations increases.

15. Materials: Find pictures or draw pictures of people whose faces show strong emotion such as anger, happiness, sadness, fear, surprise, etc.

Procedure: Display one of the pictures showing an emotion and ask questions such as the following: How do you think this person might be feeling? What makes you think he feels this way? How many things can you think of that could cause a person to feel like this? What might be

happening to this person right now?

Display another picture and ask: How do you feel when you are _____? (Whatever picture you choose).

Do you have different inside feelings than you show outside? How do you act when you are feeling this way?

These three activities are designed to be used over a period of many weeks.

LEADERSHIP

According to the booklet, Gifted and Talented - An Identification Model (1978), youngsters who are identified as gifted/talented often possess the following leadership traits:

Carries responsibility well; can be counted on to do what he has promised and usually does it well. Is self-confident with children his own age as well as adults, seems comfortable when asked to show his work to the class. Seems to be well liked by his classmates. Is cooperative with teachers and classmates; tends to avoid bickering and is generally easy to get along with. Can express himself/herself well, has good verbal facility and is usually well understood. Adapts readily to new situations, is flexible in thought and action and does not seem disturbed when the normal routine is changed. Seems to enjoy being around other people, is sociable and prefers not to be alone. Tends to dominate others when they are around; generally directs the activity in which he/she is involved. Participates in most social activities connected with the school, can be counted on to be there if anyone is. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.

As educators, it is our responsibility to provide an atmosphere of openness, tolerance, and concern where interaction is free and not restricted. An environment of this nature is conducive to the development of leadership traits.

The students participating in this project were involved in the following leadership activities: going on errands throughout the building, sharing their center work (coloring, drawing) with their peers. They were given the opportunity to be "in charge" of a center. The responsibility of those persons was to tell the other students what the assignment was for that work period. During the last two weeks of school, the students were given the opportunity to be "teacher" at group time. Their responsibilities included

leading the group in the pledge of allegiance, songs, complete discussion of the calendar - the month, day, year, discussion of the birthdays for the month, number of days left in school, and etc.

The activities in the Leadership Stage deal with assertiveness. They are particularly good for the shy child who needs practice in role playing assertive behavior before they can perform leadership tasks in the classroom.

LEADERSHIP

Stage V

Objective: To help recognize assertive behavior.

1. Materials: Chalkboard or chart on which alternative behavior styles (see below) are written two copies of script following.

Background: In dealing with this and subsequent exercises, you will want to be aware of three basic conflict-resolving styles: passivity, aggression, and assertion. Each of these styles include typical behavior patterns. In teaching students assertiveness, respect for oneself as well as for others is the significant concept to transmit.

Passive behavior (non-assertion) is characterized by a lack of respect for oneself. The passive person does not express himself or herself honestly. He/she allows others to violate self honesty. He/she allows others to violate or disregard his/her needs. He/she appears apologetic, using a whiny voice and monotone. His/her posture is often slumped, his/her eyes downcast.

Aggressive behavior is characterized by a lack of respect for others. The aggressive person "puts down" others, disregarding their feelings and their needs. He/she often speaks loudly, avoids "I" messages, blaming others instead, and may fold his/her arms over his/her chest.

Sometimes aggressive people are indirect in their aggression. They have the same disrespect for others although they do not show it openly. They manipulate or trick others in order to get their own way.

Assertive people respect themselves and others. The assertive person is generally confident, calm, clear. He/she can speak of his/her own needs and allows others to do so, also. His/her posture is

straight, but not stiff. He/she uses good timing and clear "I" messages.

Procedure: Discuss the concepts of respect and disrespect with students. Discuss the three behavior styles with the students, adding or deleting as much of the preceding background notes and vocabulary as seems appropriate for the students' levels of comprehension.

Objective: To help students visualize and practice self-assertion. To help students practice courteous assertive behavior in representative school situations.

Background: Imagination is a powerful source for helping people learn new behavior. It is difficult to change behavior and students will be more successful starting at a no-risk level (imagining) and going to low-risk task (role playing before they try to do some thing at a high-risk level (a real life confrontation).

2. Materials: None.

Procedure: Tell the students that you are going to guide them through some imaginary situations. Ask them to close their eyes and imagine the situation you give them. When they have completed the imagining, they are to open their eyes. (You go through the steps with the students, then demonstrate what you did in the situation.)

Situations: (1) You are on the school bus. Someone you've never seen before sits next to you. Imagine yourself starting a conversation.

(2) The teacher is busy in another area of the classroom. She tells you what the lesson is for that period. She asks you to explain it to the other students when they arrive. Imagine yourself explaining the lesson to the others.

(3) You are accused of hitting another child while playing in the block area. You didn't do it. Imagine yourself explaining what happened and telling him/her that you didn't do it.

(4) The teacher sends you on an errand. You got lost on the way. Imagine yourself asking someone for help.

(5) Ask someone to join your game. Demonstrate with someone, how to invite someone to play a game with you.

(6) You don't understand what lesson to do at your center. Ask the teacher for help.

(7) You cannot hear the teacher because your friend is talking to you. Ask your friend to not talk now.

After completing the activities in the Guide, the students will be more skillful in structuring questions, seeing and verbalizing cause-effect relationships. The exit activity will give students practice in using those acquired skills.

EXIT ACTIVITY

Materials: None

Procedure: The first phase of this activity is to present students with a puzzling statement: "What is in this box?," "What is this unusual thing?," "Why does one egg roll differently from the other?," "I'm thinking of something I'm wearing. Guess what it is?"

After the presentation of the puzzling situation, the students ask the teacher questions. The questions, however, must be answered by a yes or a no. Students may not ask the teacher to explain the phenomenon to them. They have to focus and structure their probes to solve the problem. The students continue to ask questions. Whenever they phrase one that cannot be answered by a yes or no, the teacher reminds them of the rules and waits until they find a way of stating the questions in proper form. Simple guessing games like the one stated will also give students practice in distinguishing theory questions (Is it your shirt?) from attribute questions (Is it made of cotton?).

Using their knowledge about the behavior of the objects, students can later turn their questions to the relationships among the variables in the situation. They can conduct verbal or actual experiments to test those causal relationships, selecting new data or organizing the existing data in new ways to see what will happen if things were done differently. By introducing a new condition or altering an existing one, students isolate variables and learn how they affect one another.

It is recommended that only one element of this inquiry method is introduced or stressed. At first all yes-no questions may be answered. Then students can be asked to convert their theory question to an experiment. One by one the constraints of the inquiry are tightened as students are taught each of the elements. Trying to explain and enforce all of the elements at once will only frustrate both you and the students.

Once these activities have been completed, it is hoped that the students will continue to use oral language more effectively to communicate and to express thoughts. It is the responsibility of the teachers to continue to serve as a model/guide and probe and extend students with questions that will elicit greater responses as the students continue the challenges of the school curriculum.

IV. IMPLEMENTATION

During the fall of 1982, six black kindergarten students from Beverly Woods Elementary School in Charlotte, North Carolina, were chosen to participate in the pilot project. The students were selected by an informal teacher observation method. The students observed were to possess the following characteristics of brightness: quickness to learn, initiative, awareness, and curiosity. Parents of the students in the pilot project were informed of their participation and the reasons for their selection.

In January 1983, the project was expanded to include twenty-one black students in two classrooms (ten from one class and eleven from the other class). The rationale for this is simple - those observable traits of brightness lie dormant in a great number of black students; and they are not recognized nor nurtured by teachers because most teachers seldom expect those traits to signal potential giftedness in black students.

The two classes of students were divided into two groups, the pilot and control. The students initially identified to participate in the project were known as the identified pilot group. The students that were later added to the project were known as the non-identified pilot group. The control group was also divided in this manner. See chart on page 1A. The pilot groups received fifteen to twenty minutes of daily instructions from the activities in the Guide. The control groups received no special treatment.

An assessment of the students' language, thinking ability, and current traits of giftedness were measured using three instruments.

They were the Peabody Picture Vocabulary Test - Form M, NCAS Relational Thinking Inventory, and the Teacher Checklist for kindergarten students. See page 5A for results.

The Peabody Picture Vocabulary Test indicated that all of the three identified students in the pilot group had language equivalent ages matching their chronological ages. Only one of the three identified control students' language equivalent ages matched the chronological age. The pilot non-identified group had one of its eight members to have a language equivalent age that matched the chronological age. The control group had two of its seven non-identified students to have language equivalent ages that matched their chronological ages.

The pre-test results from the NCAS Relational Thinking Inventory indicated that the control group performed slightly better than the pilot group. The results indicated that both groups of non-identified students had difficulty with the following skills: size graduation, sequencing, seeing relationships in making wholes, and completing designs. Both groups of identified had difficulty in those same areas.

The pre-test results of the Teacher Checklist also indicated that the control group had a slight advantage over the pilot group. The most significant difference was that one of the three students in the control identified group was reading and one student was surveyed as possessing all the skills on the checklist. (That student had been retained from the previous year.)

Prior to beginning the daily lessons, both groups in the pilot project were told that they were smart and had done well on two

special activities (The Peabody Test and the NCAS Relational Thinking Inventory). This strategy was used to heighten the students' self-esteem and enthusiasm. The identified group was more positive and showed more enthusiasm when involved in the lessons than the non-identified students. The non-identified students did not buy into the idea of being "smart" and "special." They had the attitude "what's in it for me," and initially it was a constant struggle to keep their attention and get them to respond in more than a few words. Later they enjoyed being a part of the group and put forth every effort to participate fully in the lessons. The class environment had a great effect on the group's change of attitude. Constant emphasis was placed on speaking so that others would "picture in their minds" what was being said. This became a game for the children and they often reminded each other about making "clear pictures."

In the first stage of activities, Expressive Language, students were encouraged to talk openly and freely about experiences and events in their lives. Both groups in the pilot openly and freely shared their experiences in a one-to-one setting with the teacher, but in small and large group sessions they were reluctant about sharing information, especially if they were asked to respond to particular topics such as, "What can you tell me about your bus ride to school?" The students most often answered in one or two words. When this occurred they were encouraged to expand their answers by probing and extending questions from the teacher, "Can you tell me more? Is there anything else?" (See suggested teaching strategies page 14.) This style of questioning seemed quite

effective for both groups; they appeared to be more aware of the need to elaborate when speaking. This stage of activities did not follow the fifteen to twenty minute time allotment, but was encouraged at all times throughout the year.

The second stage of activities, Central Meaning (reporting, ordering, comparing) was taught by using the directed teaching method - The Modeling Approach (see page 12). The students were required to imitate the task done by the teacher until s/he had learned what was expected and had confidence in performing the new skill. For instance, showing a picture of a farm scene, the teacher would say to the students, "This a picture of a farm." This was followed by the teacher telling the students why she identified the scene as such. "I can tell it's a farm because it has chickens, ducks, cows, horses, a big vegetable garden, and etc." Once the process was completed, the students were asked to survey a picture and tell all they could about it. The students had difficulty telling what the central meaning of the picture was. It was only after many review sessions that they could readily state or recognize the central meaning of a scene. Most of the non-identified students never reached that level of understanding.

The most difficult task in the Central Meaning stage was comparing and ordering. The non-identified students had a difficult time using language effectively to compare items. The sentence, "The red ball is bigger than the blue one." was usually stated as, "One is red." "There are more blue chips than green ones." was usually uttered as, "Some are blue and some are green."

Once the skills of comparing and classifying were learned, the non-identified students had difficulty transferring the process to other materials not used in the lessons. The identified students were later successful in transferring their knowledge to other material and to other areas.

Learning the skill of ordering was also a long and laborious task for many of the non-identified students. It was difficult for the students to understand or remember that a group of pictures were properly sequenced if they told a "comprehensible" story. Once this was learned, the identified group became quite successful in this area.

The third stage, Reasoning (Relational Thinking) was easy for the identified group and most challenging for the non-identified group. Some activities in this stage involved the use of paper and pencil. No student was moved into the pencil and paper activities until they had demonstrated knowledge of the concept using manipulative items. Once the students were moved into the abstract level of thinking, it appeared that they never quite connected the fact that they were doing the same thing on paper as they did with the manipulatives. It was interesting to note that if the exercise sheets were done on an individual basis or done in a group by the teacher, the non-identified students could readily give explanations as to why an answer was marked right or wrong. Even when the sheets were done by the students and discussed afterward, they could tell what the correct answers should have been when it was not marked on their papers.

Stages four and five, Predicting/Projecting and Leadership were by far the most exciting for both groups of students. The activities in the Predicting/Projecting stage appeared to have enhanced the students' natural desire and ability to think freely about the world and offer, as they said, "strange" and "weird" solutions to problems. Even the shyest child volunteered to share ideas and opinions.

The Leadership activities, like the Expressive Language stage, were encouraged and nurtured throughout the school year. All students had the opportunity to play "teacher" and if desired be in charge of a center and inform others of the day's lesson. This exercise, like Predicting/Projecting, seemed to have appealed to the students' natural desire to pretend.

The post test of Peabody Picture Vocabulary Test, Form M, indicated an improvement in the language equivalent ages of the students in both the pilot and the control groups. The most significant changes were the increase in the language equivalent ages of a pilot identified male student from 6.2 to 7.4.

The greatest difference in the pre and post test information from the Teacher Checklist is that all three pilot identified students are reading. The control identified group also showed an increase in readers. All three members of the identified group are now reading.

The post test results of the NCAS Relational Thinking Inventory showed no great improvement by any of the students. Both the pilot and the control groups still showed difficulty in the following areas: size graduation, seeing relationships to make wholes, completing patterns, and sequencing. In the classroom all the pilot students had successful experiences in performing familiar tasks related to the areas related above. The difficulty for these students appears to be transferring the manipulative skill to pencil and pencil activities.

It should be noted that two of the non-identified students in the pilot project had been retained from the previous year. One of the students had been identified as learning disabled and the other as educable mentally retarded. Two other students from that group were retained, and will continue in kindergarten next year.

VI. CONCLUSION

The students in the pilot project made no startling improvement and no immediate major breakthrough occurred. The curriculum activities will be refined/revised and re-implemented in the fall. Special attention will be given to activities that will provide students with experiences that will enable them to transfer conceptual development to written expression.

It is the contention of this writer that programs of this nature are needed and special emphasis should be given to the needs of black culturally different students who often must go through school unrecognized and unmotivated. It is hoped that this project will set the stage for the development of other programs that recognize the language needs of gifted culturally different students.

A proposal that outlined the description of this program rationale and activities was submitted to the Council for Exceptional Children for its July 1983 convention. The proposal was accepted and a description of the project is to be presented July 26, 1983.

BIBLIOGRAPHY

- Cazden, Courtney B., Language in Early Childhood Education, Washington, D.C.: National Association for the Education of Young Children, 1975.
- Cihak, Mary K. and Heron, Barbara Jackson, Games Children Should Play (Sequential Lessons for Teaching Communication Skills in Grades K-6), California: Goodyear Publishing Company, Inc., 1980.
- Craft, Doreen J., Hess, Robert D., An Activities Handbook for Teachers of Young Children, Boston: Houghton Mifflin Company, 1975.
- Cruickshank, William J., Education of Exceptional Children and Youth, New Jersey: Prentice-Hall, 1975.
- Cutts, Norma E. Ph.D. and Moseley Nicholas, Ph.D., Teaching the Bright and Gifted, New Jersey: Prentice-Hall, Inc., 1957.
- Forte, Imogene and MacKenzie, Joy, Kids' Stuff - Reading and Language Experiences (Primary Level), New York: Incentive Publications, 1969.
- Frasier, Mary M., "Culturally Different Gifted/Talented: Educational Implications - Cognitive," from Advantage: Disadvantaged Gifted (Presentations from the Third National Conference on Disadvantaged Gifted, California), published by a Grant from the U.S. Office of Education, 1978.
- Gallagher, James, "Talent Delayed - Talent Denied, The Culturally Different Gifted Child," a Conference Report.
- Gallagher, James, Teaching the Gifted Child, Boston: Allyn and Bacon, Inc., 1969.
- Hallahan, Daniel P. and Kauffman, James, Exceptional Children - Introduction to Special Education, Second Edition, New Jersey: Prentice-Hall, Inc., 1977.
- Holman, James, Teaching Corporation of Enhancing Creativity - The Theoretical Rationale, ED180-887.
- Joyce, Bruce and Weil, Marsha, Models of Teaching, Second Edition, New Jersey: Prentice-Hall, Inc., 1980.
- Karnes, Merle B., Helping Young Children Develop Language Skills: A Book of Activities, Virginia: The Council for Exceptional Children, 1970.

- Lundsteen, Sara W., Children Learn to Communicate - Language Arts Through Creative Problem-Solving, New Jersey: Prentice-Hall, Inc., 1976.
- Mackintosh, Helen K. and others, Children and Oral Language, ACEI, ASCD, IRA, NCTE, 1964.
- McCloud, Barbara K., "Some Considerations in the Training of Teachers for the Gifted Minority Child," paper, presented at the Annual International Convention of the Council for Exceptional Children, ED204952, New York: 1981.
- Meeker, Mary and Shadduck, Robert, SOI Abilities Workbook, California: Institute for Applied SOI Studies, 1973.
- Raths, Louis F. and Wasserman, Selma, and others, Teaching For Thinking Theory and Application, Columbus, Ohio: Charles E. Merrill Publishing Company, 1967.
- Sigel, Irving, "Concept Formation," Chapter 3. In Gallagher, James J., (ed.), The Application of Child Development Research to Exceptional Children. Reston, Virginia: The Council for Exceptional Children, 1975.
- Stevens, Peters, Papers in "Language and Language Teaching," Oxford University Press, London, 1965.
- Tongue, Cornelia and Sperling Charmian, Gifted and Talented - An Identification Model, Raleigh, North Carolina: Issued through the Division for Exceptional Children State Department of Public Instruction, 1978.
- Tough, Joan, The Development of Meaning, London: George Allen and Unwin LTD., 1977.
- Torrance, Paul E., Gifted Children in the Classrooms, New York: The MacMillan Company, 1965.
- Troop, Sara, Language Arts For the Young Child, California: Fearon Publishers, Inc., 1974.
- William, Frank E., Classroom IDEAS for Encouraging Thinking and Feeling, New York: D.O.K. Publishers, Inc., 1970.

Journals

- Lyon, Harold C. Jr., "Our Most Neglected Natural Resource," Today's Education, Vol. 70, No. 1 (November, 1981).
- Merlin, Shirley B. and Rogers, Sue F., "Direct Teaching Strategies," The Reading Teacher, Vol. 35, No. 3 (December, 1981).

APPENDIX

Two Classes of Kindergarten Students

Pilot-Identified Group Started the Project in September 1983	Control-Identified Group Started Project in September 1983	These two groups will be compared
Pilot-Non Identifi- fied Group Started Project in January 1983	Pilot Non-Identified Group Started Project in January 1983	These two groups will be compared

MOTIVATIONAL CHARACTERISTICS

1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.)
2. Is easily bored with routine tasks.
3. Needs little external motivation to follow through in work that initially excites him.
4. Strives toward perfection; is self critical; is not easily satisfied with his own speed or products.
5. Prefers to work independently; requires little direction from teachers.
6. Is interested in many "adult" problems such as religion, politics, sex, race--more than usual for age level.
7. Often is self assertive (sometimes even aggressive); stubborn in his beliefs.
8. Likes to organize and bring structure to things, people, and situations.
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.

CREATIVITY CHARACTERISTICS

1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.
4. Is a high risk taker; is adventurous and speculative.
5. Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if..."); manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving, and modifying institutions, objects, and systems.
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.

7. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity.
8. Is sensitive to beauty; attends to aesthetic characteristics of things.
9. Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.
10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.

LEADERSHIP CHARACTERISTICS

1. Carries responsibility well; can be counted on to do what he has promised and usually does it well.
2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.
3. Seems to be well liked by his classmates.
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.
5. Can express himself well; has good verbal facility and is usually well understood.
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.
8. Tends to dominate others when they are around; generally directs the activity in which he is involved.
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.

LEARNING CHARACTERISTICS

1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency.
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age).
3. Has quick mastery and recall of factual information.
4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from information or factual questions); wants to know what makes things (or people) "tick."
5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.
6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.
7. Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases.
8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.

TEACHER CHECKLISTS

Checklist for Kindergarten*

Directions: Please place an X in the space beside each question which BEST describes the pupil.

	YES	NO
A. Language		
1. The pupil is able to read.	—	—
2. The pupil understands his relationship in such words as up-down, top-bottom, big-little, far-near.	—	—
B. Psychomotor Abilities		
1. The pupil exhibits coordination by being able to bounce a ball or tie his shoelaces.	—	—
2. The pupil can complete the missing parts of an incomplete familiar picture by drawing the parts in their proper perspective.	—	—
C. Mathematics		
1. The pupil can repeat five digits forward and reversed.	—	—
2. The pupil recognizes and understands the value of coins (penny, nickle, dime and quarter).	—	—
D. Creativity		
1. The pupil interprets stories or pictures in his own words.	—	—
2. The pupil displays curiosity by asking many questions or by other types of behavior.	—	—
E. General Characteristics		
1. The pupil readily adapts to new situations; he is flexible in thought and action; he seems undisturbed when the normal routine is changed.	—	—
2. The pupil seeks new tasks and activities.	—	—
3. The pupil tends to dominate others and generally direct the activity in which he is involved.	—	—

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

Form M
Peabody Picture Vocabulary Test
Pre-test (1-83) Post-test (6-83)

	Students Code	Chrono- logical Age	Age Equiva- lent	Chron- ological Age	Age Equiva- lent
Non-Identified Pilot Students	Male ₁	5.7	4.11	6.0	5.9
	Male ₂	5.5	5.1	5.10	5.3
	Male ₃	5.4	3.9	5.9	3.10
	Male ₄	6.3	4.8	6.8	4.8
	Male ₅	5.11	6.0	6.4	6.1
	Male ₆	5.8	3.11	6.0	4.1
	Female ₁	5.6	3.9	5.11	4.1
	Female ₂	6.6	4.9	6.11	5.2
Non-Identified Control Students	Male ₁	6.6	4.2	6.11	5.3
	Male ₂	5.7	3.10	6.0	4.1
	Male ₃	5.6	4.5	5.11	5.1
	Male ₄	5.5	4.9	5.10	5.4
	Female ₁	6.9	4.1	7.2	5.10
	Female ₂	6.1	6.2	6.6	6.6
	Female ₃	5.6	5.7	5.11	6.2

Form M

Peabody Picture Vocabulary Test

Pre-Test (9-82)

Post-Test (6-83)

	Students Code	Chrono- logical Age	Age Equiva- lent	Chrono- logical Age	Age Equiva- lent
Pilot-Identified Students	Male	5.10	6.2	6.6	7.4
	Female ₁	5.2	6.1	5.7	6.7
	Female ₂	5.8	6.1	6.5	6.6
Control-Identified Students	Male	5.9	6.1	6.5	7.0
	Female ₁	5.9	5.4	6.5	5.7
	Female ₂	5.1	4.5	5.8	5.10

NCAS Relational Thinking Inventory

Pre-Test

Inventory Items	Pilot-Non-Identified Students			Control-Non-Identified Students		
	Item No.	No. of Students that missed an item	Total No. of Students	Item No.	No. of Students that missed an item	Total No. of Students
1. Size graduation	1.	8	(8)	1.	7	(7)
2. Story sequencing (with four pictures)	2.	8	(8)	2.	6	(7)
3. Seeing relationships to make wholes	3.	8	(8)	3.	8	(7)
4. Choose the one that has the most	4.	3	(8)	4.	1	(7)
5. Copying three shapes in their proper perspective	5.	3	(8)	5.	1	(7)
6. Things that go together	6.	3	(8)	6.	2	(7)
7. Sequencing four story ideas	7.	8	(8)	7.	6	(7)
8. Copying six interlocking shapes in proper perspective	8.	8	(8)	8.	5	(7)
9. Complete design in proper perspective	9.	8	(8)	9.	7	(7)
10. Choose the two pictures that are the same	10.	1	(8)	10.	3	(7)
11. Sequencing textures from softest to hardest	11.	5	(8)	11.	2	(7)
12. Choose the two girls that are doing the same kind of thing	12.	5	(8)	12.	1	(7)
13. Choose the items which there are more of	13.	1	(8)	13.	0	(7)

NCAS Relational Thinking Inventory

Pre-Test

Inventory Items	Pilot-Non-Identified Students			Control-Non-Identified Students		
	Item No.	No. of Students that missed an item	Total No. of Students	Item No.	No. of Students that missed an item	Total No. of Students
1. Size graduation	1.	3	(3)	1.	2	(3)
2. Story sequencing (with four pictures)	2.	3	(3)	2.	0	(3)
3. Seeing relationships to make wholes	3.	2	(3)	3.	2	(3)
4. Choose the one that has the most	4.	0	(3)	4.	0	(3)
5. Copying three shapes in their proper perspective	5.	0	(3)	5.	0	(3)
6. Things that go tog ther	6.	0	(3)	6.	0	(3)
7. Sequencing four story ideas	7.	2	(3)	7.	1	(3)
8. Copying six interlocking shapes in proper perspective.	8.	3	(3)	8.	1	(3)
9. Complete design in proper perspective	9.	3	(3)	9.	2	(3)
10. Choose the two pictures that are the same	10.	0	(3)	10.	0	(3)
11. Sequencing textures from softest to hardest	11.	2	(3)	11.	0	(3)
12. Choose the two girls that are doing the same kind of thing	12.	0	(3)	12.	1	(3)
13. Choose the items which there are more of	13.	0	(3)	13.	0	(3)

NCAS Relational Thinking Inventory

Post-Test

Inventory Items	Pilot-Non-Identified Students			Control-Non-Identified Students		
	Item No.	No. of Students that missed an item	Total No. of Students	Item No.	No. of Students that missed an item	Total No. of Students
1. Size graduation	1.	7	(8)	1.	6	(7)
2. Story sequencing (with four pictures	2.	7	(8)	2.	6	(7)
3. Seeing relationships to make wholes	3.	6	(8)	3.	4	(7)
4. Choose the one that has the most	4.	2	(8)	4.	1	(7)
5. Copy three shapes in their proper perspective	5.	2	(8)	5.	4	(7)
6. Things that go together	6.	2	(8)	6.	0	(7)
7. Sequence four story ideas	7.	5	(8)	7.	4	(7)
8. Copy six interlocking shapes in proper perspective	8.	7	(8)	8.	5	(7)
9. Complete design in proper perspective	9.	7	(8)	9.	5	(7)
10. Choose the two pictures that are the same	10.	2	(8)	10.	1	(7)
11. Sequence textures from softest to hardest	11.	1	(8)	11.	1	(7)
12. Choose the two girls that are doing the same kind of thing	12.	0	(8)	12.	0	(7)
13. Choose the items which there are more of	13.	2	(8)	13.	0	(7)

NCAS Relational Thinking Inventory

Post-Test

Inventory Items	Pilot-Identified Students			Control-Identified Students		
	Item No.	No. of Students that missed an item	Total No. of Students	Item No.	No. of Students that missed an item	Total No. of Students
1. Size graduation	1.	3	(3)	1.	2	(3)
2. Story sequencing (using four pictures)	2.	0	(3)	2.	0	(3)
3. Seeing relationships to make wholes	3.	2	(3)	3.	0	(3)
4. Choose the one that has the most	4.	0	(3)	4.	0	(3)
5. Copy three shapes in their proper perspective	5.	0	(3)	5.	0	(3)
6. Things that go together	6.	0	(3)	6.	0	(3)
7. Sequence four story ideas	7.	0	(3)	7.	2	(3)
8. Copy six interlocking shapes in proper perspective	8.	0	(3)	8.	(2)	(3)
9. Complete design in proper perspective	9.	0	(3)	9.	(2)	(3)
10. Choose the two pictures that are the same	10.	1	(3)	10.	0	(3)
11. Sequence textures from softest and hardest	11.	0	(3)	11.	1	(3)
12. Choose the two girls that are doing the same kind of thing	12.	0	(3)	12.	0	(3)
13. Choose the items which there are more of	13.	0	(3)	13.	0	(3)

Pre-Test Results

TEACHER CHECKLISTS

Checklist for Kindergarten*

Directions: Please place an X in the space beside each question which best describes the pupil.

A. Language

1. The pupil is able to read.

2. The pupil understands his relationship in such words as up-down, top-bottom, big-little, far-near.

B. Psychomotor Abilities

1. The pupil exhibits coordination by being able to bounce a ball or tie his shoelaces.

2. The pupil can complete the missing parts of an incomplete familiar picture by drawing the parts in their proper perspective.

C. Mathematics

1. The pupil can repeat five digits forward and reversed.

2. The pupil recognizes and understands the value of coins (penny, nickle, dime and quarter).

D. Creativity

1. The pupil interprets stories or pictures in his own words.

2. The pupil displays curiosity by asking many questions or by other types of behavior.

E. General Characteristics

1. The pupil readily adapts to new situations; he is flexible in thought and action; he seems undisturbed when the normal routine is changed.

2. The pupil seeks new tasks and activities.

3. The pupil tends to dominate others and generally direct the activity in which he is involved.

Pilot-Identified Group	YES	NO	Control-Identified Group	Yes	No
	0	3	1	2	
	3	0	3	0	
	3	0	3	0	
	3	0	3	0	
	3	0	2	1	
	0	3	1	2	
	2	1	3	0	
	2	1	2	1	
	3	0	3	0	
	3	0	3	0	
	2	1	1	2	

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

PRE-TEST RESULTS

TEACHER CHECKLISTS

Checklist for Kindergarten*

Directions: Please place an X in the space beside each question which BEST describes the pupil

A. Language

1. The pupil is able to read.

2. The pupil understands his relationship in such words as up-down, top-bottom, big-little, far-near.

B. Psychomotor Abilities

1. The pupil exhibits coordination by being able to bounce a ball or tie his shoelaces.

2. The pupil can complete the missing parts of an incomplete familiar picture by drawing the parts in their proper perspective.

C. Mathematics

1. The pupil can repeat five digits forward and reversed.

2. The pupil recognizes and understands the value of coins (penny, nickle, dime and quarter).

D. Creativity

1. The pupil interprets stories or pictures in his own words.

2. The pupil displays curiosity by asking many questions or by other types of behavior.

E. General Characteristics

1. The pupil readily adapts to new situations; he is flexible in thought and action; he seems undisturbed when the normal routine is changed.

2. The pupil seeks new tasks and activities.

3. The pupil tends to dominate others and generally direct the activity in which he is involved.

	Pilot Non-Identified Group		Control Non-Identified Group	
	YES	NO	YES	NO
1. The pupil is able to read.	0	8	0	7
2. The pupil understands his relationship in such words as up-down, top-bottom, big-little, far-near.	4	4	7	0
1. The pupil exhibits coordination by being able to bounce a ball or tie his shoelaces.	7	1	7	0
2. The pupil can complete the missing parts of an incomplete familiar picture by drawing the parts in their proper perspective.	2	6	5	2
1. The pupil can repeat five digits forward and reversed.	3	5	5	2
2. The pupil recognizes and understands the value of coins (penny, nickle, dime and quarter).	2	6	1	6
1. The pupil interprets stories or pictures in his own words.	6	2	5	2
2. The pupil displays curiosity by asking many questions or by other types of behavior.	4	4	2	5
1. The pupil readily adapts to new situations; he is flexible in thought and action; he seems undisturbed when the normal routine is changed.	6	3	5	2
2. The pupil seeks new tasks and activities.	6	3	5	2
3. The pupil tends to dominate others and generally direct the activity in which he is involved.	0	8	0	7

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

POST-TEST
TEACHER CHECKLISTS

Checklist for Kindergarten*

Directions: Please place an X in the space beside each question which BEST describes the pupil.

A. Language

1. The pupil is able to read.

2. The pupil understands his relationship in such words as up-down, top-bottom, big-little, far-near.

B. Psychomotor Abilities

1. The pupil exhibits coordination by being able to bounce a ball or tie his shoelaces.

2. The pupil can complete the missing parts of an incomplete familiar picture by drawing the parts in their proper perspective.

C. Mathematics

1. The pupil can repeat five digits forward and reversed.

2. The pupil recognizes and understands the value of coins (penny, nickle, dime and quarter).

D. Creativity

1. The pupil interprets stories or pictures in his own words.

2. The pupil displays curiosity by asking many questions or by other types of behavior.

E. General Characteristics

1. The pupil readily adapts to new situations; he is flexible in thought and action; he seems undisturbed when the normal routine is changed.

2. The pupil seeks new tasks and activities.

3. The pupil tends to dominate others and generally direct the activity in which he is involved.

Pilot Identified Group	YES	NO	Control Identified Group	YES	NO
	3	0	3	0	
	3	0	3	0	
	3	0	3	0	
	3	0	3	0	
	3	0	3	0	
	2	1	1	2	
	3	0	3	0	
	2	1	2	1	
	3	0	3	0	
	3	0	3	0	
	3	0	1	2	

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.

PCST-TEST
TEACHER CHECKLISTS

Checklist for Kindergarten*

Directions: Please place an X in the space beside each question which BEST describes the pupil.

	Pilot Non-Identified Group		Control Non-Identified Group	
	YES	NO	YES	NO
A. Language				
1. The pupil is able to read.	<u>0</u>	<u>8</u>	<u>1</u>	<u>6</u>
2. The pupil understands his relationship in such words as up-down, top-bottom, big-little, far-near.	<u>5</u>	<u>3</u>	<u>7</u>	<u>0</u>
B. Psychomotor Abilities				
1. The pupil exhibits coordination by being able to bounce a ball or tie his shoelaces.	<u>7</u>	<u>1</u>	<u>7</u>	<u>0</u>
2. The pupil can complete the missing parts of an incomplete familiar picture by drawing the parts in their proper perspective.	<u>3</u>	<u>5</u>	<u>7</u>	<u>0</u>
C. Mathematics				
1. The pupil can repeat five digits forward and reversed.	<u>3</u>	<u>5</u>	<u>5</u>	<u>2</u>
2. The pupil recognizes and understands the value of coins (penny, nickle, dime and quarter).	<u>6</u>	<u>5</u>	<u>1</u>	<u>6</u>
D. Creativity				
1. The pupil interprets stories or pictures in his own words.	<u>5</u>	<u>0</u>	<u>6</u>	<u>1</u>
2. The pupil displays curiosity by asking many questions or by other types of behavior.	<u>5</u>	<u>4</u>	<u>2</u>	<u>5</u>
E. General Characteristics				
1. The pupil readily adapts to new situations; he is flexible in thought and action; he seems undisturbed when the normal routine is changed.	<u>7</u>	<u>1</u>	<u>6</u>	<u>1</u>
2. The pupil seeks new tasks and activities.	<u>4</u>	<u>4</u>	<u>5</u>	<u>2</u>
3. The pupil tends to dominate others and generally direct the activity in which he is involved.	<u>3</u>	<u>5</u>	<u>1</u>	<u>6</u>

*Taken and adapted from materials prepared for Dade County, Florida Public Schools, Mr. James Miley, Coordinator for the Gifted.